



Exiting and Follow-Up Reports for Students with Disabilities

Core Data Screens 12, 13 and 8

August, 2003

DATA NOTES

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
SPECIAL EDUCATION - DATA COORDINATION

WHAT IS IT?

- ❖ Screen 12 of Core Data, due in the June cycle, is required by section 618 of Individuals with Disabilities Education Act (IDEA). Office of Special Education Programs (OSEP) requires the information to be collected by reason for exit, disability category, and race/ethnicity for students with disabilities ages 14 through 22.
- ❖ Screens 13 and 14 of Core Data, due in the June cycle, are required by the State of Missouri. These screens report attendance and movement in and out of the districts for all students in grades 7 through 12. Students with disabilities are included in the totals, and are reported as a subset of all students.
- ❖ Screen 8 of Core Data, due in the February cycle, is required by the State of Missouri. This screen is completed by districts that had graduates with diplomas the previous year. This report includes all students, but students who are disabled (with IEPs) and students who participated in a VR cooperative work experience program are reported as subsets of all students.
- ❖ Positive and negative trends should be examined. If students with disabilities are dropping out of school at a higher rate than other students, then the special education programs and transition programs need to be examined to identify possible causes for the greater dropout rate. If a high percentage of students with disabilities are graduating, then the district should analyze the reasons for their success.
- ❖ This information is necessary to identify students for graduate follow-up studies. The follow-up studies are necessary for evaluating and revising curriculum, class scheduling, and identifying other changes the district needs to consider in meeting the educational needs of its students.
- ❖ Districts' annual report cards include student graduation and dropout rates (calculated from Screen 14), and these rates include ALL students.

STATE LEVEL:

- ❖ Missouri School Improvement Program reviews and analyzes this information for the districts' performance report and accreditation status.
- ❖ Division of Special Education's statewide goals include indicators for graduating with a diploma, dropout rates and post high school activities.
- ❖ Exit data has also been used to identify districts eligible for Local Improvement Grants from Division of Special Education.

NATIONAL LEVEL:

- ❖ Information is collected by Office of Special Education Programs (OSEP) to report and monitor the performance of students with disabilities for each state.
- ❖ This information is included in OSEP's Annual Report to Congress, and that information is significant when legislators consider reauthorization as well as federal funding for the programs authorized by IDEA.

PURPOSE:

The primary purpose of collecting school data is to improve outcomes for students. Following are examples of how exiting data is used at local, state and national levels. This is not an exhaustive list. Maintaining data provides opportunities to review the history of performance, to note improvements made, or to monitor areas where improvements are needed.

LOCAL LEVEL:

- ❖ Information is needed to address the district's performance.
- ❖ This information is an essential component of districts' Comprehensive School Improvement Plans. It is needed to effectively address the instructional and curriculum needs of the students in the districts.

REPORTING GUIDELINES:

Instructions for completing the reports are included in the *Core Data Collection System Manual*.

Screen 12:

The data collected on Screen 12 in Core Data applies **ONLY** to special education students, and **ONLY** those special education students who were ages 14 through 22 on December 1. The district's most recent child count data can provide the numbers of students to report on Screen 12 in each disability category and age.

Screen 13:

This collection includes the numbers of students graduated, transferred, and dropped out; this applies to **ALL** students, including students with disabilities. The information reported on Screen 12 is needed for reporting on Screen 13. "IEP" on Screen 13 refers to only those students with disabilities. **Students with disabilities should be included in the totals by gender and race as well as in the "IEP" column.**

Screen 8:

This collection reports follow-up on all students who graduated with a diploma the previous year; this applies to **ALL** students, including students with disabilities. "Disabled" on Screen 8 refers to only those students with disabilities who have IEPs. "VR Coop" refers to those students with disabilities who participated in a VR cooperative work experience program. **Students with disabilities should be included in the totals by gender and race, as well as in the "DSBL" column and, when appropriate, the "Coop" column.**

Dropout definition:

On Screen 13 the item labeled "dropout" includes, for students with disabilities, the following four categories from Screen 12:

- graduated with a certificate
- reached maximum age
- moved, not known to be continuing
- dropped out

Example reporting for Screens 12, 13 and 8

Screen 12 (June)	Total	Screen 13 (June)	Total	Screen 8 (February)	Total
Graduated with diploma.....	27	High School Graduates/Disabled.....	27	4-year College/Disabled.....	7
Graduated with a certificate.....	2*	College Prep Certificates/Disabled.....	9	2-year College/Disabled.....	3
Reached maximum age.....	3*	Dropout/Disabled:.....	11*	Military/Disabled.....	4
Moved, not known to be continuing....	5*			Employment/Disabled.....	13
Dropped out.....	1*			Total/Disabled.....	27
Total:	38				

Graduate definition:

Only those students who are issued a diploma can be included in the High School Graduate category on Screen 13. If students with a disabilities complete their IEP requirements, they should be issued a diploma by the Local Board of Education. If a student with disabilities does not meet graduation requirements for a diploma and is issued a "certificate" the student would not be considered a high school graduate. For further clarification about graduation, see *Graduation Requirements for Students in Missouri's Public Schools*, Special Considerations for Students with Disabilities.

On Screen 13 the numbers of "High School Graduates with IEPs" should be the same as the number of "Graduated with Diploma" on Screen 12. Follow-up should be conducted and reported for these same graduates on Screen 8 the following February. Students with College Prep Certificates also receive diplomas; remember that the College Prep Certificates category may also include students with disabilities. See illustration below.

Screen 13 allows districts to compare students with disabilities with their non-disabled peers by attendance centers, as well as district-wide. Again, these comparisons and analyses provide information the district needs to address any discrepancies in performance among various groups of students, among attendance centers, and possibly at various grade levels.

The relationship between Screens 12, 13 and 8 is illustrated below. Districts should compare the totals from all disability categories on Screen 12 to the totals of all district buildings on Screen 13 and should compare the numbers of graduates with diplomas to the follow-up data that is submitted the following February.

COLLECTING ACCURATE DATA:

- ❖ Understanding the uses for the exiting data makes collecting accurate data a priority.
- ❖ Review the most current instructions for collecting this data in the *Core Data Collection System Manual*.
- ❖ Accurate definitions are essential to collecting accurate data. Be sure the definitions used in the school district are consistent with the state level definitions.
- ❖ Review the district's policies and procedures for this data collection activity. Compare those policies and procedures with the most current instructions. If necessary, update the district's policies and procedures so they are consistent with state instructions and procedures.
- ❖ Identify all the attendance centers within the district affected by this data collection activity. It is unlikely that elementary attendance centers will be affected by this exiting report, unless those centers include students ages 14 – 22.
- ❖ Remember to include students on the district's December 1 Child Count who may receive services through contracts with other agencies.
- ❖ Be sure definitions are clear for all those responsible for collecting and reporting. Clarify who and what is being counted. Clarify the meaning of graduated, the meaning of dropout, and all the categories within both of those terms. Remember to include people in other agencies, if they will be responsible for collecting and reporting data.
- ❖ Be sure that the principals and/or directors at the various attendance centers understand the relationship between Screens 12, 13 and 8, as well as other data reports, such as Child Count, that can be used to check the accuracy of the data.

VERIFYING THE ACCURACY OF THE DATA:

- ✓ Review resources noted at the end of this document. Check and compare the data the various attendance centers and the district are submitting with those resources.
- ✓ Compare this information with the district's most recent child count data. Disability and age should correspond to the information reported on the most recent child count.
- ✓ Compare the numbers reported on Screens 12 and 13. Review the categories on Screen 12 that translate as "dropout/IEP" on Screen 13. Review the definition of graduate and be sure that High School Graduate on Screen 13 includes only those students from Screen 12 who graduated with diploma.
- ✓ Be sure that all graduates with diploma from the previous year are being reported on Screen 8, both in the total column and the disabled column.



RESOURCES:

Additional information regarding Graduation and Dropouts can be found at:

Department of Elementary and Secondary Education website Publications: <http://www.dese.state.mo.us>

- ❖ Graduation Requirements for Students in Missouri's Public Schools (Special Policy Consideration for Students with Disabilities)
- ❖ Core Data Collection System Manual
- ❖ Missouri School Improvement Program Standards and Indicators Manual: Performance Standards for K-12 Districts
- ❖ Comprehensive School Improvement Plan Handbook

Division of Special Education website: <http://dese.mo.gov/divspeced>

- ❖ Special Education Exit Report (Screen 12) Questions and Answers
<http://dese.mo.gov/divspeced/DataCoord/Exitscreens.html>
- ❖ Technical Assistance Bulletin, January 1999, Grading, Awarding Credit, and Graduation for Students with Disabilities <http://dese.mo.gov/divspeced/Publications/index.html>

Special Education Data Coordination Contacts:

Telephone: (573)526-0299 Fax: (573)526-5946

Mary Corey, Director
Email: Mary.Corey@dese.mo.us

Jackie McKim, Planner
Email: Jackie.McKim@dese.mo.gov

Bill Connelly, Supervisor
Email: Bill.Connelly@dese.mo.gov

Kristy Luebbert, Data Specialist III
Email: Kristy.Luebbert@dese.mo.gov

Regina D. Miller, Administrative Assistant II
Email: Regina.Miller@dese.mo.gov